



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp in date and time

RECEIVED
TEXAS EDUCATION AGENCY
NOV -9 PM 1:45
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization **The University of Texas at Tyler** CDN **3-75075** Vendor ID **7** ESC **7** DUNS **800189235**
Address **3900 University Blvd.** City **Tyler** ZIP **75799** Phone **903.566.7012**
Primary Contact **Cynthia Sherman** Email **csherman@uttyler.edu** Phone **903.566.7012**
Secondary Contact **Wesley Hickey** Email **whickey@uttyler.edu** Phone **903.566.3990**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name **Dr. Srin Kambhampati** Title **Provost**

Email **skambhampati@uttyler.edu** Phone **903.566.7103**

Signature  Date **11/7/18**

Grant Writer Name **Cynthia Sherman** Signature  Date **11/7/18**

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is not an employee of the applicant organization.

RFA # **701-18-106** SAS # **277-19**

2019-2021 Grown Your Own Grant Program, Cycle :

701-18-106-007

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Around 5% of college students express interest in teaching, and Education Commission says rural schools adversely impacted.	Placing clinical teachers in rural districts for a prolonged immersion year, and supporting them while there, allows the clinical teachers to become acclimated to the school culture and allows the district to evaluate their performance
Five year attrition rates at 17% overall and higher in rural districts where teachers exit for higher paying jobs	Better financial support of teacher candidates combined with prolonged immersion in a district situated apprenticeship can permit clinical teachers to more deeply focus on improving both their teaching and their classroom management.
The rural districts partnering have a teacher turnover rate of 26.6% and 10.3%, significantly higher than the state average of 16.4%. The second district has average years of experience with the district of 1.5 which is considerably lower than the	Working for a year in close partnership with rural districts will afford the opportunity to become better attuned to those districts' needs and we can adjust our university courses accordingly to better meet their needs.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

The grant will place ten clinical teachers within understaffed, rural districts.

The grant will provide an opportunity for clinical teachers to have a 28 week extended and supported clinical teaching experience with twelve observations done by a university supervisor to support the feedback given by mentor teachers.

As a result of the grant, 80% of the clinical teachers assigned will obtain a teacher-of-record position within the understaffed, rural districts.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

During the first quarter of the Grow Your Own Program the university will have an orientation meeting with all possible participants for the grant. Potential clinical teachers will have all grant requirements explained and commitments will be sought from 10 students. Students will sign an MOU that they will accept a teaching position if offered by the district.

University personnel will create timelines for expectations for the year-long clinical teaching experiences.

University personnel will meet with the school district administrators and teachers. Teachers will be asked to participate by sharing their classrooms and expertise with the clinical teachers. An orientation and mentor training will be held prior to the beginning of school.

Supervisors will be identified and oriented to the new program.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Clinical teachers will begin their placements in schools with teachers that have gone through mentor training. Supervisors will observe and work with the clinical teachers. They will complete 6 observations per semester for each clinical teacher. A face to face conference will follow each observation. The mentor teacher will formally observe the clinical teacher at the beginning of the semester and end of the first semester. Additional observations by the Coordinator of Clinical Experiences will be completed.

Third-Quarter Benchmark

Clinical teachers will be observed by their university supervisors 6 times in the second semester. Mentor teachers will observe them at the end of the semester.
Clinical teachers will show consistent growth towards proficiency indicated by the UT Tyler Clinical Teacher Observation Rubric.
Clinical teachers will complete EDUC 4057.
Clinical teachers will apply for positions within their respective district.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

SMART Goal: Recruit and place 10 pre-service teachers in a year long clinical teaching experience.

The recruiting process in the initial year will determine interest and placement issues for students. The process will inform student minimum requirements, general interest, and areas of placement. Depending on the results, the university will determine the size of the next grant submission.

SMART Goal: Students will have a 28-week clinical experience with 12 observations.

The process should show growth in clinical teaching quality as the year progresses. If we determine that identified needs of preservice teachers are due to program weakness, then adjustments to university teacher preparation courses as warranted for both sustainability and subsequent iterations of this program will be initiated.

SMART Goal: 80% of year-long clinical teachers will be placed in district where the teaching took place.

The expectation is that the experience will assist rural schools with the process of attracting and retaining teachers. The MOU giving districts the right to hire will help, but the connection that allows students to be a part of the culture will also help.

Benchmarks: Most benchmark statements relate to procedures to ensure clinical teaching with fidelity.

Qualitative and quantitative data regarding the effectiveness of the program for both the university and partnering district will be evaluated both formatively and summatively. This includes data related to the effectiveness of orientation sessions, mentoring preparation, field supervision, and instructional quality.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☐ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☐ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☐ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☐ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☐ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☐ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☐ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☒ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☒ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☒ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☒ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY THREE: Describe your plan for recruitment, selection, and support of the EPP teacher candidates. Address the process for identifying participants, with potential indicators including a stated desire and commitment to teach long-term in the region and/or district, pursuit of certification in hard-to-staff areas, degree to which the diversity of the teacher population mirrors that of the student population, etc. Include the plan for recruiting candidates representative of the student demographics within the LEA, with an emphasis on candidates from similar school settings. Describe the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 3 funds must submit the Pathway 3 Attachment with the application.

The UT Tyler Grow Your Own Grant Program will conduct an orientation meeting for students interested in the grant. Potential clinical teachers will have the grant requirements explained and commitments will be sought from 10 students. Clinical teachers will be recruited from high need teaching areas for the two districts. We will attempt to match the clinical teachers with the demographics of the students on the campuses. Another factor to be considered in the candidate selection process is if their background is from a rural school district.

Selected clinical teachers will be required to sign an MOU stating that if they are offered a teaching position within the district they will accept the position as a condition of receiving the stipend for participation in the grant program. The length of the time required to teach in the district will be determined after discussions with district personnel.

University personnel will create timelines and guidelines for the year-long 28 week clinical teaching.

University personnel will work with district personnel to assure the clinical teachers have a positive experience. Cooperating teachers will be selected based on state requirements and will participate in an orientation training for the program and mentor training including how to work with adult learners.

University field supervisors will be selected and trained to work within the 28 week clinical teaching experience. Clinical teachers will be observed for a minimum of 6 lessons by their university field supervisor each semester. In addition, university faculty will be involved in working with the clinical teachers to assure success of the program and promote positive growth on the part of the clinical teachers.

Cooperating teachers will also observe the clinical teachers at the beginning and end of each semester. They will provide clinical teachers with daily feedback as they work together to improve the skills of the future teachers.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☐ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit X \$11,000 =

Number of teachers who are teaching Education and Training courses, but not for dual credit X \$5,500 =

Number of high schools with existing Education and Training courses in 2018-2019 X \$6,000 =

Number of high schools without existing Education and Training courses in 2018-2019 X \$9,000 =

Total Request for Pathway 1

PATHWAY TWO

☐ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only X \$5,500 =

Number of candidates pursuing both a bachelor's degree and a teacher certification X \$11,000 =

Request for Pathway 2

Request for Pathway 1

Total Combined Request for Pathways 1 & 2

PATHWAY THREE

☒ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment X \$22,000 =

Number of candidates participating in an intensive pre-training service program X \$5,500 =

Total Request for Pathway 3

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Stipends for 10 clinical teachers @\$15,000 each	150,000
Stipends for mentor teachers @\$500 per semester plus \$200 for one day of professional dev.	12,000
Stipends for university field supervisors @\$750 per student per semester	15,000
Stipends for grant management and implementation - 2 @\$7,500 each	15,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Supplies and materials for grant implementation	2,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

OTHER OPERATING COSTS (6400)

Mileage to districts for grant implementation	2,000
Technology - ipads and swivls for each campus	4,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Should match amount of Total Request from page 8 of this application

Indirect Costs **TOTAL AMOUNT REQUESTED**

Total Direct Costs plus Indirect Costs



Winona Independent School District

611 Wildcat Dr Winona, Texas 75792

Phone: 903-959-4001 Fax: 903-877-9387

Monday, November 5, 2018

To Whom It May Concern:

Winona ISD is committed to accepting clinical teachers as a partner in the Grow Your Own Grant, Pathway 3, from The University of Texas at Tyler. The district has struggled with high teacher turnover rates over the past few years, especially as a rural school that is peripheral to larger ones with higher starting pay. Assisting with the development of clinical teachers in our district provides us the opportunity to have them understand the supportive culture that we can provide. In addition, the clinical teachers will sign an MOU giving us an opportunity to hire them during their first year. This opportunity to get excellent teachers will give us an opportunity to hire and retain great young teachers.

Respectfully submitted,

J. Cody Mize

Superintendent of Schools

November 5, 2018



To Whom it May Concern:

University Academy is committed to accepting clinical teachers as a partner in the Grow Your Own Grant, Pathway 3, from The University of Texas at Tyler. The charter school is consistently looking for high achieving teachers; thus, assisting with the development of clinical teachers in our school provides us the opportunity to have them understand the supportive culture that we can provide. In addition, the clinical teachers will sign an MOU giving us an opportunity to hire them during their first year. This opportunity to get excellent teachers will give us an opportunity to hire and retain great young teachers.

Sincerely,

A handwritten signature in cursive script that reads 'JoAnn Simmons'.

Dr. JoAnn Simmons

Superintendent, University Academy Charter Schools